

CHAPTER I

INTRODUCTION

This chapter explains about background of study, statements of the problem, purpose of the study, significant of the study, limitation and definition of key terms. Each section is presented as follows.

1.1 Background of the Study

According to Fraenkel (1980, as cited in Oktafia, 2009) teaching strategy refers to the procedure, system and method used during the teaching and learning process. It means that, it is showing how to teach and to help students in learning in order to involved them in learning activity.

Meanwhile, Swales and Feak (1994, as cited in Nurholela, 2013) explains that, there are four kinds of teaching strategies in writing, they are: (1) identifying, (2) modeling, (3) scaffolding, (4) drilling.

When a teacher chooses a strategy, she has to consider many things. According to Anitah (2007), factors to consider when choosing a strategy is the purpose of learning and students' level of ability,

There are learning objectives that must be achieved by educational institutions. Field of study goal is a goal that must be achieved by the subjects. The learning goal is a goal to be achieved a principal language. Characteristics of teaching materials has several aspects, namely, the concept of aspect, the fact of aspect, the principles of aspect, the values of aspect, the intellectual skills of

aspect and the psychomotor skills of aspect. Time used to be the allocation of time provided in school hours, there are some teaching strategies which is considered relatively uses a lot of time. Student factors are aspects related to the factors of students, especially in terms of mental freshness, factor enthusiastic, fatigue, the number of students, the student's ability and good classroom management. Facilities, Media and Learning Resources to obtain an optimum learning achievement, each study must be designed to systematically and teachers concerned before learning must prepare in advance. Teachers will not choose a teaching strategy that allows the use of the facility or if the diverse learning tool in schools do not have the facilities and learning tool incomplete.

In previous research, Oktafia (2009) Studied “A Study Teaching Strategies and Problem Faced by English Teachers at the Second Year of SMAN 7 Malang”. In this research the researcher identified what the strategies used by teachers in SMAN 7, the problems and to solve the problem in using teaching strategy. She found that the teaching strategies by Eggen and Kauchok (1989, as cited in Oktafia, 2009) used in second year of SMAN 7 Malang are (1) expository teaching strategy, (2) discovery teaching strategy, (3) discussion teaching strategy, and (4) inquiry teaching strategy. The problems when using the strategies are (1) the students were difficult in memorizing and understanding material, (2) the students were passive, (3) the students reached incorrect conclusion, (4) the students did not concentrate well because of their own activity. Meanwhile in this research, the researcher tries to solve the problems in using the strategies of teaching at SMAN 7 Malang (1) the teacher gave examples from students' daily

life, (2) the teacher wrote the unfamiliar terms on the whiteboard, (3) she followed up the explanation with some questions, (4) the teacher motivated students to participate actively by asking occasional questions, (5) the teacher gave a clear instruction, time allocation, and gave assignment for the students to submit product, summary, list, or conclusion from discussion they had done.

Another previous research is done by Nurholela (2013). She studied “Strategies Used in Teaching Writing at SMK Muhammadiyah 1 Malang”. In this research the researcher identified what the strategies used by teachers in SMK Muhammadiyah 1 Malang, the problems and the solution of problems in implementing the strategies. She found that the teaching strategies by Swales and Feak (1994, as cited in Nurholela, 2013) used in SMK Muhammadiyah 1 Malang with the ten grade of Nursing Department are (1) identifying, (2) modeling, (3) scaffolding, and (4) drilling. The problems in implementing the strategies are (1) in the school did not have complete facility and media to support teaching learning activity, (2) the size of the class was big enough so that the teacher go difficulties in managing the classroom. Meanwhile in this research, the researcher tries to find the solution of the problems in implementing the strategies of teaching writing at SMK Muhammadiyah 1 Malang the teacher tried to (1) present the material as interestingly although the teaching media were limited, (2) class management to assign the students into group in order that could learn through their friends, helped each and sharpened their sensitivity toward each other.

From the explanation above make the researcher interested in choosing “An Analysis of Teacher’s Problems in Teaching Writing at SMAN 7 Malang” as the title of this research. It is necessary to be investigated because the researcher

wants to know the problems faced by one teacher in 10th grade of Bahasa class in teaching writing at SMAN 7 Malang. Then, based on previous researcher, they only studied and took in social, science, and nursing department. Therefore, the researcher wants to conduct the different major that is Bahasa. Whereas in Bahasa class, the students usually have abilities to master English more in the other majors. The researcher expects that there are not many problems while implementing the strategy of teaching writing in class 10th grade of Bahasa in SMAN 7 Malang.

1.2 The Statement of Problems

Based on the background of the study, the problems of the study can be formulated as follows:

1. What are strategies used by the teacher in teaching writing to the 10th grade of Bahasa class at SMAN 7 Malang?
2. What are problem does the teacher face in implementation of the strategy?
3. How does the teacher copes with the problem?

1.3 Purpose of the Study

According to the problems above, this study has aimed to:

1. To know strategies used by the teacher in teaching writing to the 10th grade of Bahasa class at SMAN 7 Malang.
2. To find problem faced by the teacher in implementation of the strategies.
3. To know how the teacher cope with the problems.

1.4 Significance of the Study

It is hoped this research will give some significances and contribution in teaching and learning for the teachers, students, and next researchers. This research will give information about teacher's problems in implementing strategies and how to cope with the problems.

This study is expected to benefit and contribution, especially to the teachers in SMAN 7 Malang and to know the early problems in teaching writing in order fast to cope with the problems and to facilitate teaching and learning process. It is also can be references for the future researcher who will conduct the same topic for their investigation.

1.5 The Scope and Limitation of the Study

Based on the background of study above the scope by the researcher is analyzing strategies used by the teacher in teaching writing to the 10th grade of Bahasa class, the problem faced by the teacher in implementing the strategies, and how the English teacher copes the problems. The researcher limits in teaching writing in SMAN 7 Malang.

1.6 Definition of Key Terms

Definition of key terms of the study as follows:

1. Teaching strategy refers to teach performs in order to involve students in activities to help them learn. Fraenkel (1980, as cited in Oktavia, 2009)
2. Problem is the difficulties experienced by a person. These difficulties preclude achieved a good cause, the purpose of individual or a group.

3. Writing ability is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. (Cahyono, 2009)
4. SMAN 7 Malang is the name one of Senior High School in Malang.

